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ABSTRACT

The four presentations in this document focus on the organizational response to resource reduction in counseling and related services at St. Cloud State University (SCSU). The introduction defines resource reduction in terms of staff and money, and lists current developments that will affect higher education in the next decade. The first presentation, by Dr. Margaret Rauch, describes the operation of the reading center at SCSU, discussing such topics as politics, staffing, administrative responsibilities, courses, and a new program offering. The second presentation, by Dr. Pat Hoffman, describes the types of counseling services available at SCSU (i.e, one-to-one, assertiveness training groups, relaxation training, hypnosis/concentration sessions, crisis counseling) and briefly outlines counselor responsibilities. The third presentation, by Dr. Lawrence Pfleger, describes the counseling center's management of ten different resources: (1) financial; (2) staff; (3) space; (4) campus; (5) community; (6) energy; (7) time; (8) creativity; (9) degree of personal involvement; and (10) fortunate coincidental factors. The fourth presentation, by Dr. Bill Yates, addresses two major issues arising from alteration in SCSU's service format which have not been satisfactorily resolved, i.e., flexibility of staffing, and the shift of service emphasis from counseling to student personnel work without prior validation for the shift. (WAS)

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RESPONDING TO REDUCTION IN A UNIVERSITY COUNSELING AND RELATED SERVICES(READING AND STUDY SKILLS) CENTER

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Papers Presented at the

Minnesota Personnel Guidance Association State Conference
Minneapolis, Minnesota
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PROGRAM TITLE: Responding to Reduction in a University Counseling and Related Services (Reading and Study Skills) Center

General:

In 1979 Frederick Brodzinski offered a list of developments which he believed would influence higher education in the 1980's (a copy of that list will be provided as a hand out). In a relatively short brainstorming session, this group could replicate that list and, in fact, could add to it. He noted for example:

1. A loss of political support for higher education

2. A decline in the pool of 18 to 21 year olds

3. Increases in internal accountability

4. Growing importance of adult students and sixteen other observations from the perspective of an educational futurist.

He did not, however, directly note a major constriction in the economic resources available to higher education. Nor did he deal with the impact of resource reduction on the quality of educational services. At St. Cloud State University resources are tight and getting tighter, and we must deal with the relationship between resources and services.

This presentation will focus on an organizational response to resource reduction which has facilitated the continuation of counseling and developmental services at a four year public university. Specific attention will be directed to; a redefinition of "services offered," greater utilization of individual areas of expertise, identification of external resources, the development of group based counseling services and the maintenance of individual morale and professional development.

A panel of counselors and reading instructors from St. Cloud State University will describe individual and collective responses to staff reduction, through retirements, in Counseling and Related Services. This description will include a planning strategy which facilitated the redefinition of services offered, the establishment of program priorities, the design and delivery of broad based counseling programs and the maintenance of individual mental health.

Resource Reduction Defined:

Staffing comparisons between the 1981-82 and the 1982-83 academic years reflect a reducation of two full-time counseling positions or 37% of our counseling staff. This decrease resulted from two retirements which were left unfilled. This decrease has been complicated by a shifting of services offered.

The Reading and Study Skills Center which provides both curricular and individualized assistance in developmental areas has been reduced from 1.83 positions to 1.5. This decrease has been complicated by a major increase in programatic responsibilities.

Any presentation which seeks to define an organizational budget which is supported through State of Minnesota monies is at best momentary. As the 1982-83 fiscal year began (July 1, 1982) our budget for student employment, supplies, equipment and basic operational expenses reflected a 7.5% decrease from the prior year. This decrease was principally in the area of student employment.

The "real" budget cut is significantly more when one figures in an increasing cost for supplies and equipment and a statewide freeze on expenditures for travel, supplies, and equipment.

THE MAJOR POINT: When a system undergoes a process of resources reduction stress is placed on the remaining resources (both staff and monies) to:

1. Accomodate additional programs and services (DGS, NTS programs, etc.).
2. Identify and eliminate high cost services (marriage counseling, long term one to one).
3. Implement a data based method which identifies the unit's activity and productivity.
4. Build a stronger system of support both internally and externally.

This program will deal with these and other responses to resource reduction in Counseling and Related Services at St. Cloud State University.

PLANNING CONSIDERATIONS FOR STUDENT SERVICE PROFESSIONALS

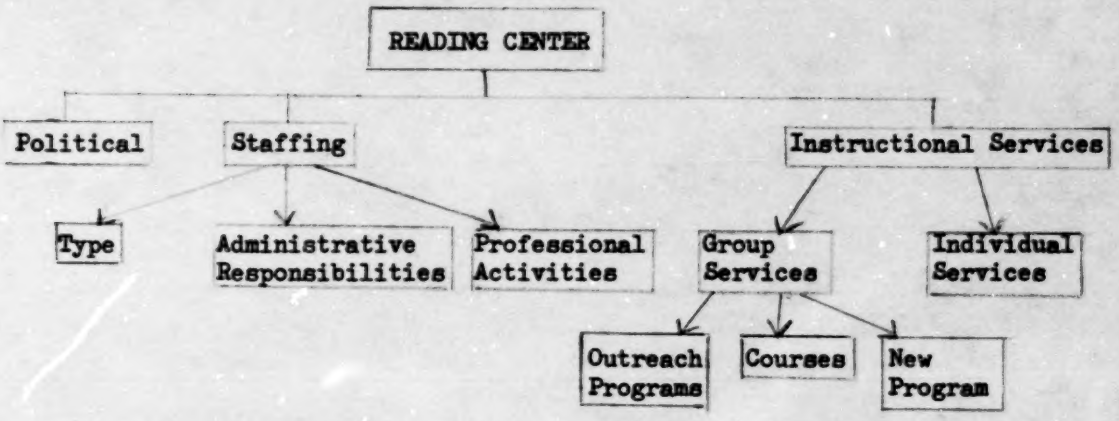
The following is a list of current developments that will affect higher education in the next decade:

1. Decline in the national birthrate
2. Decline in the pool of eighteen - to twenty-one-year olds
3. Changes in the pattern of college attendance
4. Decline in the percentage of high school graduates going on to college
5. Rise in the median age of Americans
6. Ending of the GI Bill
7. Decline in the employment opportunities for college graduates
8. Decline in the rate of return on investment in a college degree
9. Rise of consumerism and its extension to students
10. Loss of political support for higher education
11. Decline in the relationship between business and higher education
12. Growth of educational benefits in collective bargaining agreements
13. Increased use of audiovisual media
14. Growth of nontraditional institutions and programs
15. Growth of enrollment of women
16. Growing importance of adult students
17. Rise of vocationalism
18. Decline in federal support of university research activities
19. Centralization of decision making
20. Increases in internal accountability

Frederick, Brodzinski, "The Futurist Perspective and the Managerial Process", New Directions for Student Services. Jossey-Bass Inc., San Francisco, No. 6, 1979, p. 26.

THE OPERATION OF A READING CENTER DURING A PERIOD OF GENERAL BUDGET REDUCTION

Shelton (1981) discussed the operation of a Reading Center within the framework of five general categories: politics, staffing, awareness, programs, and services. I have changed the framework slightly to explain the operation of the Reading Center at St. Cloud State University (SCSU).



Political

As Shelton (1981) indicated, a Reading Center must have the support of the parent department and the institution to survive. The goals of SCSU and the parent department, Counseling and Related Services, support the operation of the Reading Center. This support basically translates into funding. Unfortunately, the present state of the economy in Minnesota has meant a general funding decrease for education, and given these budget restrictions, the Reading Center has been fortunate to be funded to the extent it has been. Participation in the Division of General Studies, a new program, has assisted with the level of funding received. One reason for this is that the Director of General Studies

has strongly supported funding the Reading Center.

Staffing

Presently there is one full time position and one one-half time position allocated to the Reading Center. The one-half time position must be requested each year. In fact, this position was reduced from a .84 position to a .5 position two years ago. It has been difficult to plan activities for the following year when the staffing allocation is constantly in doubt.

The Reading Center is also staffed by student employees. These employees perform a variety of tasks, for example, tutoring other students, typing, filing, or assisting with testing. One of the tutors is funded through the Division of General Studies.

Administrative Responsibilities

The administrative responsibilities of the teaching staff have escalated. Supervising, training, and working with student employees and tutors is time consuming in the fall when many new students are employed. However, some student employees continue to work in the Reading Center until they graduate or leave school and this, of course, makes the training task easier.

Researching and developing new materials is an on-going activity. For several years implementing new curricular activities has been an interdepartmental project initiated by the reading instructors. Two examples will be discussed. For the last three years time has been spent on researching and developing computer programs. A program, Computer Assisted Study Skills Instruction (CASSI), was purchased from Georgia Tech. Refer to Sampson (1981) for an explanation of the program. Portions of the CASSI lessons within the program were edited and rewritten

so the lessons would coordinate with the curriculum of the Reading Center. A committee consisting of two counselors, the reading instructors, and a resource person from Computer Services worked with the CASSI program. The reading instructors and counselors edited the lessons and one counselor rewrote a large part of another lesson. The Computer resource person made the changes on the computer program. Students can run the program at the Computer Services Center.

The Learning Resource Center staff have also cooperated with the Reading Center staff on several projects. A duplicate set of cassette tapes on vocabulary and comprehension purchased by the Reading Center is available at the LRC. Also, the LRC resource person informed the reading staff that videotapes on vocabulary and comprehension were ordered by the LRC. A retrieval system was developed and students may now use the videotape materials. Currently, the LRC resource person and the reading staff are developing plans so students can use a vocabulary program on the Apple II. The LRC has an Apple II available to students and they purchased the vocabulary program. Additional new programs for the Apple II are being reviewed and may be purchased in the future.

The advantages far outweigh the disadvantages in these cooperative efforts. One, the LRC and Computer Services Center are open on evenings and weekends and the Reading Center is not. Therefore, the students have extended access to the materials. In addition, some students only have open periods when classes are being held in the Reading Center. These students now have access to the materials at another location. Two, in a time of budget reductions, other departments have shouldered the costs of buying materials and staffing the use of the materials. Three, the reading staff does not have the technical background in

computers. Therefore, we need the cooperation of people who are knowledgeable in computer technology and who will help in researching and evaluating new programs.

The disadvantage to having students use materials outside the Reading Center is that there is no immediate, on-site feedback or help to the student. Students must return to the Reading Center to discuss their questions. An effort has been made to write clear, concise directions, to make the programs self-explanatory, and to urge students to ask questions. Thus far, the use of "satellite" materials in the Computer Center and the LRC has worked efficiently.

Professional Activities

The reading instructors, in addition to their teaching loads, are expected to participate in professional organizations. This participation has consisted of holding offices in a state reading organization, presenting at conferences, and publishing.

Instructional Services

The largest amount of time and energy is spent in the area of instructional services. This area is currently divided into three parts: outreach programs, courses, and the new program, the Division of General Studies.

Outreach Programs

Outreach programs consist of presentations given before various groups. For example, each fall quarter before final week several resident hall directors ask the reading instructors to schedule presentations on studying for tests. The University Programming Board asked an instructor to present a program on time management. In addition, a teacher may ask a reading instructor to talk to a class on a specified subject.

Individual Services

Students not enrolled in a reading course may seek assistance at the Reading Center. Usually the students' questions focus on specific academic problems such as study strategies, notetaking, or test taking. If it appears that the student will need on-going assistance, the reading instructors will work with the tutors in developing an individualized program.

Courses

Two courses are offered through the Reading Center, 019 Reading and Study Skills and 120 Reading Rate Improvement. Reading and Study Skills is divided into five instructional components: time management, study strategies, notetaking, test taking, and independent study. Reading Rate Improvement is divided into three instructional components: Vocabulary, comprehension, and developing flexible reading rates.

The majority of the students enrolling in the courses are freshmen and sophomores. However, many upper class students with a variety of majors enroll in the Reading Rate Improvement course. Some students take the course to help prepare them for advanced testing such as the GRE, MCAT, LSAT.

Division of General Studies, A New Program

Recently the enrollment policy of SCSU changed. Now, students must either be in the upper half of their high school graduating class or achieve a composite score of 20 on the ACT test. There are exceptions for students over 21 years of age. After the new policy was initiated, the Division of General Studies was developed to assist students who did not meet the new admission requirements. The purpose of the General Studies program was to provide assistance to these students early in

their college careers. In addition, it was designed to help increase the retention rate of students who were at a higher risk of dropping out. In a period of declining enrollment, retention of students is a serious consideration.

During this initial year, students could volunteer for Plan A, a highly structured plan to assist students, or plan B, a limited assistance plan. In Plan A, reading courses are paired with specific general education courses. For example, Biology 104 was paired with Reading and Study Skills. Social Science 104 was paired with Reading Rate Improvement. The purpose for the paired courses was to more effectively assist students with their academic work.

The Reading Center was given additional funding by the Director of General Studies. This funding was used to support the one-half time teaching position. Additional funding was allocated for employing a tutor, and purchasing new books, materials and supplies.

There are several advantages to the program. One, students receive assistance early in their academic careers. Two, there is a closer cooperation between the Reading Center and other disciplines. This cooperation has provided an opportunity to expand faculty awareness of the reading services. In addition, this cooperation has provided an opportunity to exchange teaching ideas. Three, there has been a closer cooperation between the Reading Center and the administration, specifically, the Director of General Studies. This cooperation has been instrumental in maintaining our present level of staffing.

There is one main disadvantage to the Reading Center's participation in the General Studies program. It does take an enormous amount of time and energy to integrate teaching efforts with other departments,

especially in the initial year of operating a new program. However, many of the same courses will be paired with the reading courses next year, and planning time may be reduced.

Preliminary results have been encouraging. We have met throughout the year to discuss modifications in the program and these modifications will be implemented next year.

Summary

In a time of general budget reduction, the Reading Center has continued to operate. Although the Division of General Studies is a large undertaking in terms of time and energy, this undertaking resulted in administrative support for maintaining the present level of staffing with additional funding to help operate the Reading Center. Participation in the program has also resulted in an increased faculty awareness of the services provided by the Reading Center. Coordinating curricular plans with other departments has helped to expand the curriculum of the reading courses and has helped to share the expense of that expansion with the other departments.

REFERENCES

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COUNSELING

In addition to our regular practice of attempting to deal with whatever problems students present in a one-to-one situation, we have each taken responsibility for conducting groups. I have done Assertiveness Training for Women groups as well as instructing other existing groups in assertiveness training. An Assertiveness Training Group for Men was also scheduled but had too few sign-ups to be offered. I have changed the assertiveness groups somewhat, now concentrating on getting to know oneself and the development of a sense of fair play. In this way the need for inter-personal relations groups has been met. I hope to offer a group for women who are in stressful personal situations but so far the demand for personal counseling has precluded scheduling the group. It is very difficult for me to ask persons who come to me with personal problems to put these problems on hold until a group that will deal with them begins. Yet, when I deal with them individually, there is insufficient time to start the group.

Dr. Bates and I do relaxation training through the use of biofeedback with clients that are referred to us from the health service and other counselors in addition to those clients of our own that we believe may benefit from this type of service. We have scheduled hours during the week when the biofeedback room is open for the use of students who have already received instruction. Dr. Bates also does relaxation training with residence hall groups and with non-traditional student groups. The residence hall group concentrate on straight relaxation methods, while the non-traditional group has three sessions, each dealing with different relaxation techniques. These techniques are Biofeedback and Rational Emotive Therapy, Self-hypnosis and Meditation. Workshops for residence hall advisors emphasize life awareness of stress and helpful

stress reduction techniques.

The general studies students that you have been hearing about as well as other students were given hypnosis/concentration sessions by Dr. Bates. Using group induction techniques, self-hypnosis was introduced and the use of this for strengthing concentration was emphasized.

Dr. Bayne, as our acting director, is assigned one-half time counseling duties and one-half administrative. He has been counseling many more hours in order to help with the caseload that the Center has. In addition to the personal and educational counseling that he does, he has been the prime force in starting a program for persons with eating disorders. He meets with two groups of persons who are either bulimic or anorexic each week. Frequently crises arise with members of these groups so unplanned counseling sessions take place.

Dr. Pfleger, who was hired to concentrate on vocational planning, has a large number of personal counseling contacts in addition to his group contacts. These group contacts involve a presentation in the orientation classes that acquaints the students with the types of resources available at the Counseling Center and the relationship of the center resources to other campus resources in the educational, personal-social and vocational areas.

Dr. Pfleger introduces the psychology Career Planning Seminar to the MCIS/GIS. This is done in the counseling center with 6 to 8 students using the group room video terminal.

The general studies students are also given a two hour presentation on the use of career planning resources. This involves approximately 300 students and is done to assist the same psychology course but involves a different group of students. Those students, in addition to being freshmen, are students who are classified as marginal and most likely to drop out of school.

A career planning group meets in a 3 session format at the Counseling Center. During the fall quarter students in this group worked on their own individual projects since they had special reasons for attending and were seniors.

During the first weeks of February, Dr. Pfleger is involved in planning group presentations and discussions on a variety of career planning topics. During fall quarter 30 peer advisers were trained to work with the division of general studies students.

As you can see, these projects are planned to take place throughout the year and we work together as a center staff so that we are not all involved in groups at the same time leaving the center without staffing or leaving one individual feeling isolated. Without coordination this could very easily happen and could destroy the morale of the staff.

In addition to the groups I have outlined, we are expected to assist in registration, have assigned advisees, schedule counselors to work with non-students each Tuesday night when representatives of the admissions department, financial aids and continuing education have an open house for interested students, and assist in planning or presenting programs for Career Days, the Health Fair and other campus promotions.

The Tuesday night cooperative venture was conceived by the Counseling Center. We had offered this service for the benefit of non-traditional students and prospective students previously. We found that many of the steps that needed to be taken required the interaction of other campus groups. This is also a partial solution to our present policy of not taking non-student appointments during our regular counseling hours.

RESOURCES

How the staff of the Counseling Center managed its resources during a time when money and people resources were shrinking is the topic of this section of the presentation. Under the previous director's leadership the Counseling Center had gone through a period of maintenance and consolidation with a stable budget. It was adequate to cover routine business affairs but not large enough to allow for any significant expansion of programs or center resources. The reduction of two staff members, however, and the statewide budgetary crisis placed added pressure on the Counseling Center this past year. The Center viewed as necessary to its future direction a greater involvement in university programming and the development of more programs requiring monetary resources.

This section of the paper will focus on how the Counseling Center staff addressed the management of ten different resources: (1) financial; (2) staff; (3) space; (4) campus; (5) community; (6) energy; (7) time; (8) creativity; (9) degree of personal involvement; and (10) fortunate coincidental factors.

Financial

The Counseling Center staff members looked to financial resources outside the center that might be tapped to supplement existing resources. On our campus certain divisions were not being affected by the loss of state revenue since their funding is tied more directly to student fees or charges. By the nature of these divisions' interests in students from a student developmental point of view and the similarily of these interests with those of the Counseling Center, we had been involved in joint projects in the past. We had been able to utilize these offices' financial resources along with ours to promote the kinds of

joint activities that we valued. This past year we continued these cooperative arrangements but we were in the position of having to rely more heavily on their contribution. One such program is the Center for Career Planning and Placement. In the past the Counseling Center utilized many of their printed materials. We continued this arrangement and this past year we were more in a position of receiving rather than contributing funds in the arrangement.

The Housing Office is another such office at St. Cloud State University. The Housing Office promotes a variety of student development programs in the halls. Their funding was not restricted this past year and the Counseling Center staff members worked closely with the Director and Assistant Director on joint projects. The Student Health Service is in a similar funding situation. A joint program for students with eating disorders was developed with co-facilitation by a staff member from each organization.

The Health Service sponsors programs that promote positive mental health on campus including the Annual Health Festival and Lifestyle Awareness Program. Counseling Center staff members were involved in selecting and contributing speakers for the program as well as in suggesting programs for inclusion in the Festival. In this manner, programs thought to be of value to students were able to be held without the cost coming out of scarce Counseling Center funds.

Another source of financial resources was the writing of a grant to provide programming for stress reduction presentations on campus by outside speakers. This proposal was presented to university officials for their consideration.

Finally, the Counseling Center staff tried to tie our interests in with as many other university programs as we could identify that had available funding and promoted similar goals. The Division of

General Studies, a program new to campus this past year, and the Psychology Department, involved in the training of peer counselors and providing career planning classes to students in the Division of General Studies Program were two of the geoups which provided extensive benefits to students in areas in which the Counseling Center was involved.

Staff

With the retirement of the director and one counselor last year, the Counseling Center staff was reduced from six to four full-time counselors. Of the two retirees, one was one of only two female staff counselors and was one of the co-counselors who did much of the marriage and relationship counseling. The loss of the director required that a decision be made about the future of that position. In the Reading Center, there was no increase in staff despite an increased recognition of the increased need to provide service to the Division of General Studies students and the increased class sizes of the reading and study skills courses. Several of the paired classes in the Division of General Studies program utilized one or the other of the classes taught through the reading center.

The students in the Division of General Studies program typically had a greater need for services than the students who previously took these classes. This caused an even greater need for people resources to serve the Division of General Studies students. The final strain on the Counseling Center was a reduction in the number of work-study student hours available for routine Center duties.

One Counseling Center response to these circumstances was to make better use of work-study student scheduling. In the past, granting somewhat flexible selection of hours to the students resulted in 2-3 students sometimes being at the Center during certain hours of the week. We had to be more rigid in our scheduling assigning some students to

less desirable hours when the Center was not being covered by work-study help.

An additional response was to utilize the funding resources provided by the Division of General Studies program to provide a salary for a tutor to assist the two teachers in the Center. Division of General Studies involvement may also make it possible for the 2/3 time assignment of one of the two teachers in the center to be changed to a full-time position next year, a goal long-sought by the staff of the Reading Center and the Counseling Center.

People resources were also freed by developing a computerized listing of admissions test data. This task was previously performed by several work study students over a period of several weeks. The data is used by counselors in the individual work with students. The reduction in work-study hours prompted us to go through the steps to set up this listing which is now produced by the administrative computer center on a quarterly basis.

Finally, the Counseling Center went through the process of democratically selecting an acting director of the center from those presently on the staff. Three out of the four full-time staff members applied for the position, which could have been a source of tension in the Center. As it turned out, the ultimate choice of the acting director was participated in and understood by all and in the process, strong bridges were built between all members of the staff.

Space

The loss of the Director and one counselor freed up two rooms. One room was converted to a more useful and more conveniently located biofeedback center than the one that was currently used. The other room, formerly the Director's office, was converted to a group area. The office furniture was exchanged for a table, ten chairs and a video

terminal. The terminal is on loan from the College of Business and was installed for group demonstration of computerized occupational information systems. The group room allows optimal use of our scarce time resources by allowing group orientation to the computerized occupational information systems rather than the less efficient one-to-one orientation that was previously used. The area also provided for a convenient meeting location for a number of growth groups that were developed.

Campus Resources

The Student Life and Development Division, of which the Counseling Center is a part, developed a "cluster" arrangement this year to promote interdepartmental communication and discuss campus issues. Some of the issues addressed during this past year included retention and improving the advising system on campus. While having representatives present at all the cluster meetings for the discussions turned out to be a luxury so not all meetings were attended, we also realized that our operation would benefit from having these topics brainstormed and solutions generated and recommended to the President of the university.

The Counseling Center staff considered the referral resources available on campus and brainstormed ways to utilize the activities and resources to achieve ends that we also valued as important. Coordination was strengthened with the Non-Traditional Students Association, the Campus Drug Program, the Lifestyle Awareness Program and the Student Health Service. The Counseling Center found that coordinating its efforts with such administrative offices as Admissions and Records, Continuing Studies and individual faculty members allowed us to achieve more individual services that affected students than if we operated

independently. While this coordination had existed previously, it proved to be essential this year.

Community Resources

Because time became a scarcer resource, the Counseling Center staff reviewed referral resources available to students in the community. Since the Counseling Center was no longer able to handle marriage and relationship counseling or the same number of multi-session counselees as in the past, we updated our community referral system. The result was more referrals to the local Mental Health Center. This put an additional load on them at a time when they were also facing limitations although they did not contact us about the additional load. Additional referrals to local individual mental health practitioners also occurred.

The Counseling Center staff also decided to contact the other state university system Counseling Centers to get new ideas about how to deliver services in different ways. Meetings were set up to address this topic. One meeting included the directors of all the centers while another occurred between our acting director and the director of a local private university.

Energy

In a planning session where we assessed future directions of the Counseling Center, we discussed common directions. Beyond that, we looked at activities that each individual could be enthusiastic about doing. This generated a kind of excitement in itself - a feeling that we could do what each of us wanted to do and that it would contribute to the total effort. This understanding allowed each of us to work toward utilization of our strengths instead of our weaknesses. Our efforts and successes supplemented our strength and satisfaction.

We individually resolved to do our job while taking care not to cut back on our external sources of strength - family, professional

associations and community activities. One outcome of this year's work activity level was that each of us became protective of the use of our personal time.

This year would be a challenge; can we do it? It was a novel and hopefully unique situation and we needed to pull together. There were few rough spots in our interactions with each other this year. There was a positive focus and an appreciation of each others' efforts which helped to keep our energy level high.

Time

The Counseling Center staff needed to look realistically at time considerations in working with students. We tried a balancing act. The Center needed to deliver appropriate assistance to students yet to be realistic regarding the limits under which were operated. The weekly work hours were looked at differently than in the past. Every available person-hour was assessed as to its most appropriate use to meet center objectives while maintaining a balance of pressure on individual staff members. A great deal of concern was exhibited for each other's frame of mind and energy levels.

The tone of department meetings was different this year. We actually added an additional hour each week to meet so that business could be taken care of on a timely basis. In fact, the routine business at the staff meetings was taken care of quickly with the rest of the meeting time allowing time to reflect on and share thoughts about what was happening in the center, in the university and in the state educational circles. We showed appreciation of each other's perspectives. The acting director was cognizant of our need to know clearly what was going on elsewhere on campus since we were unable to attend as many out-of-center meetings. He reported the minutes of the Student Life and Development directors' meetings in detail to keep us up-to-date.

Creativity

The Counseling Center staff looked at alternative ways to deliver the same services with less staff. While individual interpretations of interest inventories had been possible in the past, group interpretations were tried. While individual counseling was the tactic for assisting students with developmental concerns previously, a number of growth groups were designed and implemented to accomodate larger numbers of students in a time efficient way that was more within our ability to control. Stress reduction groups, men's and women's assertiveness groups, career exploration groups and biofeedback trining were some of the groups implemented.

The Division of General Studies program provided an approach to students that we supported. This included paired classes, academic advising, career counseling, orientation and peer counseling. While we knew that we could not provide these services directly, we did get involved in training the advisors in the program, the peer counselors, and the faculty. In this way our expertise was extended far beyond our direct delivery of services.

Degree of Personal Involvement

Since our resource base was low this year, we knew extraordinary efforts had to be expended to achieve an expansion of appropriate services. Each of us approached this requirement in our own way. One counselor was able to bring in personal video display equipment for the group room. One counselor purchased appointment cards for the center. Another counselor coordinated the development of a film to be used in class presentations to conserve counselor energy and promote center activities. Still another counselor brought in her own furniture from home to provide a more comfortable office setting for students.

In addition, each of the Counseling Center staff was willing to stretch in terms of individual counseling time and involvement in programs outside of regular counseling center hours.

Individual staff members contributed personal funds to the university Development Fund with the funds ear-makred for Counseling Center use. In short, the Counseling Center staff determined that we needed certain minimum resources in order to function. We proceeded as much as possible to obtain these outside the frustrations of the usual university channels. As a result we maintained a higher energy level because our frustration level was lowered.

Fortunate Coincidental Factors

Although outside our control, there were several fortunate co-incidental factors that helped the Counseling Center achieve its goals this past year. For one, the quality of student help in the Counseling and Reading Centers was at an all-time high. Students exhibited self-initiation and independent follow-though on tasks. They did not require much supervision to perform the needed tasks. As self-initiators, they filled in as needed, picking up tasks such as orienting students to the occupational information systems and career library materials that were previously done by staff members.

Activities initiated during previous years took less time this year. While initial start-up is time-intensive, it was fortunate that in many of our programming efforts, the ground-work had been laid in previous years.

The Division of General Studies, while requiring many new committments of our time, did allow a larger number of students to receive services that we felt were important for them to have without our directly providing them. This activity will continue next year and

will not involve as much of the time-intensive efforts on our part as occurred during the start-up year.

Summary

When the Counseling Center staff looked at the ways in which we used resources this year as compared to previous years, there really weren't many surprising or radical departures from standard practices. However, in the past we were never really forced to take as hard a look at the way we were using resources as the present situation dictated. Limits were placed on all our resources - primarily time and people. These limits fostered creativity in how these scarce resources were to be utilized. When an individual feels that they have all the time in the world or all the money they would ever want, they function differently than when they have severe restrictions placed on these resources. The Counseling Center addressed the question of how these resources should be allocated when they are very scarce. The various sections of this paper are a summary of our response.

ISSUES

There are many issues which must be considered whenever a Counseling Center alters its service format. A number of these cannot be foreseen and others may not surface until long after the changes have been in effect. Others can be predicted but the steps taken to reduce their impact may prove inadequate or impossible to implement. In our situation, two major issues have surfaced and we have not as yet been able to arrive at a satisfactory resolution of either, even though both were predicted and attempts were made to reduce the impact. The issues are: flexibility of staffing and the shifting of service emphasis from counseling to student personnel work without obtaining validation for this shift.

The first of the issues, flexibility, is a source of contention daily. Our staff now has far more prescheduled hours and assignments than ever before. We have reduced "walk-in" hours from thirty per week to five. This dramatically reduces our availability for emergencies or seasonal increases in client demand. At best, this results in a delay of service; at worst,this results in a refusal of service. In either case, the Center is justifiably open to criticism.

Lack of flexibility also has a negative effect within the professional staff. The increase in prescheduled hours has greatly reduced staff interaction, both formal and informal. It has become next to impossible for our staff of only seven to find a common meeting time. We have had only two regular meetings this year attended by all members. This has led to a feeling of isolation with regard to working on various projects.

In addition, the fixed schedule has had a negative effect on two other staff activities: professional development and compensatory time for overload activities. Neither of these are crucial unless considered from a long range perspective. The results of less professional development time are obvious. Inability to provide for this needed time leads to reduced initiative if all new proposals demand an increased workload and/or less flexibility in an already rigid schedule.

The second major issue is more philosophical in nature and is not necessarily a problem on a day-to-day basis. It does, however, underlie all decisions and heavily influences the type of services which are provided and the manner in which they are delivered. This issue is the shifting of emphasis from counseling to student personnel work. The concern is not that counseling is or is not more valuable than student personnel work, but whether or not staff counselors should be doing work better provided by others. An issue of perhaps greater concern(s), if counselors are doing the work of student personnel people, who is doing the counseling? This issue is particularly crucial in our situation because our change in format was primarily determined by administrative concerns and not based on an assessment of student needs or with regard to student perceptions of what the counseling staff should be doing. We can only hope that the correct choice(s) have been made.

The shift of emphasis has not eliminated counseling. It has, however, changed the focus from counseling to contact hours. On the surface this may not appear to be radical change. In the long run it has the potential for becoming very radical. There is the very real possibility that the counseling aspect of the contact should be

severely eliminated or reduced. This may not be completely negative but it reintroduces the question of who is going to provide the counseling service?

At the present time, we appear to be meeting the expectations of both students and the administration, but not without a degree of stress and strain. If we are fortunate, the stresses and strains are but growing pains. But we cannot forget that the basic justification for the existence of a Counseling Center is for the delivery of necessary services to students not available elsewhere. If these services are not offered, too long delayed, or poorly provided, the justification evaporates. There is a danger that counselors, fearful of losing their jobs, will provide services dictated by administrators, services either not needed by students or obtained equally as well from other providers. This could, ironically, lead to the exact result that counselors were trying to avoid in the first place.

On the other hand, the reality of the situation is that it is the administration that decides whether or not counselors should exist. In times of reduced funding, student needs are not seriously considered. Neither, for that matter, are the professional needs of counselors. The first goal, then, is to convince both students and administrators that their needs are being met without blatantly violating professional and personal standards. The ultimate goal is to meet those needs. There is a chance that by changing emphasis that we won't. On the other hand, if we don't change, it is certain that we won't - we won't be here.